

Competitive Integrated Employment (CIE) Toolkit



U.S. Office of Special Education
Programs

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Introduction:

Welcome to the National Technical Assistance Center on Transition's (NTACT) Competitive Integrated Employment (CIE) Toolkit. The toolkit was developed in accordance with the requirements of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act (WIOA) and the Individuals with Disabilities Education Act (IDEA) as a resource for use by educational and vocational rehabilitation (VR) agencies to improve post school employment outcomes for students with disabilities. The toolkit was developed to facilitate the collaboration necessary to implement secondary transition services across agencies at the state, community and student levels and increase the use of evidence based practices (EBPs).

The CIE Toolkit has been developed as a Framework to assist State and local teams in collaboratively implementing transition services to improve post school employment outcomes for students with disabilities. The Framework is comprised of four areas.

1. Competitive Integrated Employment Overview: As education and VR agencies work to improve CIE post-school outcomes for students with disabilities it is important to have a common definition of CIE. This section provides definitions of CIE as defined in WIOA and IDEA as well as highlights of why CIE is an important outcome for all students with disabilities. The Overview section also provides the basis on the importance of Education and VR agencies working together to provide Pre-ETS and transition services required under IDEA.
2. Transition Services: Understanding of what the five required pre-employment transition services (Pre-ETS) included in WIOA are, as well as secondary transition service requirements found in IDEA that allow education and VR begin to understand their specific mandates in providing these services to students with disabilities. This section outlines the specific Pre-ETS and transition services as well as the evidence-based practices associated with the delivery of these services.
3. Interagency Collaboration: Determining roles and responsibilities in the delivering of Pre-ETS and transition services allows Education and VR agencies to leverage their partnerships and maximize their expertise in the coordination of Pre-ETS and transition services. This section provides strategies and practices that support the work of cross-agency, State, community, school and student level teams in the collaborative delivery of Pre-ETS and secondary transition services to students with disabilities.
4. Professional Development: This section provides an overview of some key competencies desired of staff working in transition as well as information and resources useful in developing additional professional development for both education and vocational rehabilitation professionals to enhance their skills.

How to use the Toolkit:

The toolkit, as outlined above, has been developed as a Framework comprised of four sections that when combined can assist education and VR agencies to collaboratively implement Pre-ETS and transition services. The toolkit can be used by:

- State Education Agencies (SEAs) and State VR agencies to define common understanding and practices to improve CIE outcomes for students with disabilities;
- Local Education Agencies (LEAs) and local VR staff to outline specific roles and responsibilities in developing a collaborative partnership to provide Pre-ETS and transition services within the community context; and
- LEAs and local VR staff to determine how best to provide pre-ETS and transition services to individual and groups of students.

As teams use the toolkit it is best to walk through each section of the Framework to understand the content and resources available. Each section of the Framework begins with “At a Glance” that provides a short introduction on how to best use that particular section of the Toolkit. Readers will then find content based on federal legislation and research followed by resources and tools relevant to that section as well as implications for practices that are areas to consider for teams or individuals using the Toolkit.

The toolkit is dynamic in nature and as such, it continues to evolve as we further identify and develop resources and tools that are useful in the implementation of EBPs specific to Pre-ETS and transition services. The CIE Toolkit was originally published in 2017 revised in 2019 based on input from state and local education and VR agencies. Updates will continue to be made as more resources are developed and additional evidence based practices identified.

To assist in ease of use of the CIE Toolkit we suggest you take a moment to create your login at www.transitionta.org. This will allow you to access the numerous live links to resources on NTACT’s website and other internet resources within the toolkit.

Section I: Competitive Integrated Employment Overview

At a Glance:

This section provides definitions from WIOA and IDEA of CIE and provides a general understanding of CIE and the importance of it being an important outcome for all students with disabilities. Specific requirements of Pre-ETS and IDEA transition services are outlined. Considerations for collaborative implementation are included to help your team develop a common understanding of the definition of CIE as well as developing a shared vision for students to achieve CIE outcomes.

How is Competitive Integrated Employment defined?

Competitive Integrated Employment (CIE), real work for real pay is the gold standard of transition outcomes for students with disabilities. The work should align with the post-school employment goals of the student and is the desired transition outcome for all students with disabilities who choose to work, regardless of disability or needed accommodations or support. CIE should be a realistic and desirable expectation for all students.

CIE options should be individualized and align with a students’ interests, preferences, skills, and support needs; and with the labor market needs of businesses. As families, schools, VR and other partners plan and engage in transition planning with students, it is important to understand that individual needs and employment goals will be different for each student. By making the connection between students’ interests, skills, and preferences with business needs, good job matches can be brokered so that employment is a mutually beneficial outcome for both the student and business.

The Rehabilitation Act defines competitive integrated employment as work that is performed on a full-time or part-time basis for which an individual is:

- (a) compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience;
- (b) receiving the same level of benefits provided to other employees without disabilities in similar positions;
- (c) at a location where the employee interacts with other individuals without disabilities; and
- (d) presented opportunities for advancement similar to other employees without disabilities in similar positions.

For an FAQ that addresses the criteria for an integrated employment location within the definition of “competitive integrated employment” in section 7(5)(B) of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by title IV of the Workforce Innovation and Opportunity Act (WIOA), and its implementing VR program regulations in 34 CFR §361.5(c)(9)(ii) (see 81 FR 55629 (August 19, 2016)), see:

<https://www2.ed.gov/about/offices/list/osers/rsa/wioa/competitive-integrated-employment-faq.html>

Why is Competitive Integrated Employment Important?

Research has demonstrated that employment is a factor associated with an individual’s overall quality of life or assessment of their well-being (Canha, Simoes, Owens, & Matos, 2013). However, when we look at employment outcomes of students with disabilities transitioning from school to work they have persistently lagged behind their peers without disabilities (Fogg, Harrington, & McMahon, 2010). A 2013 report from the U.S. Department of Labor indicated that only 26 percent of students with disabilities are employed after high school compared to almost 64 percent of their peers without disabilities. Additionally, persons with disabilities experience the highest rates of poverty of any subcategory of Americans recorded by the Census Bureau. Of the nearly 30 million individuals with disabilities ages 18–64, 27 percent, or more than 4 million people, live in poverty. This is more than double the rate of 12.5 percent for the entire population (Office of Disability Employment Policy, 2013).

How do we prepare students for Competitive Integrated Employment?

Attempts over the last decade to synthesize what works in transition have increased the knowledge base about effective transition practices (Cobb & Alwell, 2007; Test et al., 2009). Among the important findings is that solid academic preparation in conjunction with transition planning, student empowerment, family involvement, activities that connect transition resources, and work experiences are critically important in influencing school-to-work transition outcomes.

Work experience has been consistently identified as the most important predictor of post-school employment success for students with disabilities, regardless of disability or intensity of

special education services (Carter et al., 2012; Fabian 2007; Test et al., 2009; Bullis et al. 1995 Wagner et al., 2014). Work experiences are useful in all phases of career development and can take different forms. One consistent message across federal policies and research is that students with disabilities should be provided opportunities to experience work in competitive integrated jobs that take place in the community.

Empowering students to determine, plan for, and receive appropriate work experiences and workforce supports is key to a student being successful in competitive integrated employment. Students with disabilities and families that collaborate with educators, local agency personnel, and businesses are more likely to be employed as adults. Perhaps more interestingly, the nature of the support provided to the student on and off the job often determines the difference between a successful job placement and an unsuccessful one (Brewer, 2005).

Collaboration among partners working with students is also important and can lead to the desired outcome of competitive integrated employment after high school. When collaboration is directly focused on outcomes for students with disabilities and the systems that serve them – rather than merely referring them for a “hand off” to the next responsible party – higher school completion and employment rates are likely (Fabian & Luecking, 2015).

Finally, while amendments to the Rehabilitation Act expects all students to be prepared for CIE with needed supports, if a student or family chooses subminimum wage employment, specific procedures must be followed. See the following link for information about Section 511: <http://www.wintac.org/topic-areas/implementation-of-requirements>

How are Pre-Employment Transition Services (Rehabilitation Act) and Transition Services (IDEA) provided collaboratively to reach Competitive Integrated Employment?

Both education and vocational rehabilitation have key roles and responsibilities in improving employment outcomes and assisting students in achieving competitive integrated employment. Both entities must be involved in creating opportunities for students to develop skills and knowledge to prepare for careers in the 21st Century.

Within education there has been an increased emphasis on educational services that are mindful of optimal post-school outcomes that include CIE (IDEA, 2004; Every Student Succeeds Act, 2015). Schools are required to begin transition planning for students with disabilities no later than age 16 (age 14 in some States) and earlier if the IEP team determines it's appropriate. This is to ensure time for students to explore career options, participate in work experiences, develop necessary academic and work place skills, access needed transition services that will prepare them for post-school education, training and employment. Introducing students to a VR counselor early and including them on the student's IEP team with appropriate consent, will increase the student's ability to access opportunities that address their needs in achieving a CIE outcome.

Schools have a variety of academic and career development opportunities, such as Career Technical Education (CTE), dual enrollment, and work based learning to provide experiences

and skills that increase students' success in the workplace. Partnering with these programs has the potential to decrease duplication and increase special education and VR's ability to provide students a variety of pre-employment transition services and transition services.

State educational agencies (SEAs) are required to collect and measure post-school employment outcomes for students with disabilities (i.e., competitive employment within one year of high school graduation) as indicated above in Indicator 14. These data are collected in partnership with the LEA to provide schools with data to inform them of their transition service strengths and areas of needs in reaching CIE outcomes for students with disabilities. VR is required to collect specific data elements for students with disabilities receiving of pre-employment transition services as well as transition services.

The Rehabilitation Act, as amended by WIOA, expands the population of students with disabilities who may receive services and the kinds of services that VR agencies may provide to students with disabilities who are transitioning from school to postsecondary education. It also requires that VR agencies provide, or arrange for the provision of, pre-employment transition services for students with disabilities in need of such services and the services are coordinated with local educational agencies (LEAs). Pre-employment transition services include required, authorized and pre-employment transition coordination activities and are to be an early start at job exploration. The required activities are direct services to be provided to students with disabilities who are eligible or potentially eligible for VR services, which include:

- job exploration counseling,
- work-based learning experiences,
- counseling opportunities for enrollment in comprehensive transition or postsecondary educational programs and institutions of higher education;
- workplace readiness training; and
- instruction in self-advocacy, including peer mentoring.

Although transition planning for students begins at age 16 in most States, VR agencies may elect to provide pre-employment transition services at an earlier age to students with disabilities who are enrolled in an educational program. These services may be provided to all students with disabilities (including those who have individualized education programs (IEPs) and plans for accommodations or services under section 504 of the Rehabilitation Act) in coordination with LEAs to prepare students with disabilities for CIE. Congress intended pre-employment transition services to be provided to the broadest population of students with disabilities to ensure that as many students with disabilities as possible are given the opportunity to receive the services necessary in order to prepare for and achieve a CIE outcome. In order to accomplish this intent, VR agencies need to work with SEAs and LEAs to ensure that the pre-employment transition services and transition services provided under IDEA create a seamless transition for students with disabilities from secondary education to postsecondary education and employment.

Resources:

[Webinar: Competitive Integrated Employment Products & Tools: An NTACT/WINTAC Infomercial](#)

NTACT has partnered with practitioners in the field and the WINTAC to develop Competitive Integrated

Employment resources. The focus of the resources is planning and implementing employment preparation activities for secondary students with disabilities. The resources are intended for practitioners in education, vocational rehabilitation, other services, employers, families, and youth

Power Point

[Webinar: VR & School Partnerships to create Community-Based Work Experience Opportunities for Students and Youth with Complex Support Needs](#)

Join staff from the national technical assistance centers on this webinar on strategies for partnerships between schools and vocational rehabilitation to support students with high support needs in community-based work.

Power Point

Implications for Practice:

- Create a common understanding of the definition of CIE as defined by WIOA and IDEA
- Ensure common understanding of:
 - Pre-ETS as required by WIOA?
 - Transition Services as required by IDEA?

Section II: Transition Services

At a Glance:

This section provides definitions of transition service to assist in common understanding of the variety of services that can be provided. The service are arranged around the five required Pre-ETS; Job Exploration Counseling, Work-based Learning, Counseling on Opportunities for Enrollment in Comprehensive or Post-Secondary Education, Workplace Readiness Training to Develop Social Skills and Independent Living and Instruction in Self Advocacy. Under each heading there are a number of services listed with definitions. An asterisk has been added to identify each service that is allowable as a Pre-ETS activity and other activities listed, are general transition services that can be provided by VR through general transition services. All activities, with and without an asterisk can be provided by education under IDEA.

Additionally, by each service, if applicable, you will find corresponding predictors of post-school success as well as the evidenced based practice(s) that are associated with each transition service. To learn more about the specific predictors and evidence based practices listed, links are provided which will take you to additional information on the NTACT website on these practices. This information can assist you in understanding how to incorporate the predictors and practices in the delivery of individual and joint transition services to students with disabilities.

Lastly, this section has a number of resources to assist teams in building their transition programs around these transition services. The resources provided have been generated and utilized by federal, state and local entities and we encourage teams to review them and identify which one(s) would be appropriate to use in your community to enhance the current transition services being provided.

Content and Activities that Build Students' Skills

Under IDEA Transition Services are meant to provide coordinated experiences and skill development that prepare students for success in postsecondary education or training, a career of their choice and participation in their community. Once the IEP team begins to include transition services in the IEP the purpose of planning shifts from simply developing annual goals to now including post school goals. These goals are developed to facilitate the movement from school to post school activities including postsecondary education, integrated employment and independent living. Activities necessary to achieve the student's post-secondary goals will occur both in the school and community. The opportunity for students to participate in pre-employment transition services offered in collaboration with vocational rehabilitation will provide greater access to experiences that lead to the outcome of CIE that reflects a student's strengths, preferences, and interests.

Transition services and Pre-ETS are best delivered when there is coordination between education and VR that actively involve the student and family and are focused on the outcome of CIE. The following Pre-ETS and transition services can assist in preparing the student for CIE.

1. Job Exploration Counseling

Job Exploration Counseling, or Career counseling/ guidance includes a wide variety of activities which help students explore career options and opportunities available. Job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making. Specific to students, real-world activities ensure that students recognize the relevance of a high school and post-school education to their futures, both in college and/or the workplace. Job exploration activities can be provided in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources.

Job exploration and career development activities should be individualized and give students an opportunity to be exposed to a number of different experience to assist them in making informed decisions on careers which align with their preferences, interests and skills. Activities at each grade level should promote a natural progression with the goal being the student is employed after high school or after completion of their post-secondary training/education program

Research indicates that students who have participated in career exploration and other transition services in a quality learning environment have higher career search self-efficacy (Solberg, Howard, Gresham, & Carter, 2012). This study also found that students with greater career search self-efficacy were more engaged in setting their goals, which further predicted their motivation to attend school.

If provided as pre-employment transition services, job exploration counseling may be provided in a group setting or on an individual basis and may include information regarding in-demand

industry sectors, and occupations, as well as non-traditional employment, labor market composition and vocational interest inventories to assist with the identification of career pathways of interest to the students.

Examples of Job Exploration Counseling Activities

(Note: An asterisk * denotes examples of job exploration counseling that can be provided by VR under pre-employment transition services)

- **Career (Vocational) Assessments**

Career Assessments are tests that come in a variety of forms and rely on both quantitative and qualitative methodologies. Career assessments can help students identify and better articulate their unique interests, personality, values, and skills to determine how well they may match with a certain career. Some skills that career assessments could help determine are job-specific skills, transferable skills, and self-management skills⁴. Career assessments can also provide students the opportunity to discover the tasks, experience, education and training that are needed for a career they want to pursue (WINTAC, 2016)

- ***Career Speakers**

Career Speakers provide an overview of a specific job or career area. The speaker typically presents to a class, large group or small group of students for a short period of time. Artifacts and or photos are used to enhance the presentation. These sessions are typically informative, motivational, and provide recommendations for additional career exploration activities (WINTAC, 2016).

- **Career and Technical Student Organizations**

Career and Technical Student Organizations (CTSOs) are vocational organizations primarily based in high schools and career technology centers. Often, on the State level, they are integrated into Departments of Education or incorporated as nonprofit organizations

- **Course of Study Alignment with Career**

Course of study refers to a series or selection of courses that all students are required to complete before they can move on to the next level in their education or earn a diploma. Students should take and complete courses that are considered to be academically and culturally essential—i.e., the courses that teach students the foundational knowledge and skills they will need in college, careers, and adult life.

- **Discovery**

The Discovery process is an evidence-based alternative to comparative, standardized assessments, and evaluations. Discovery is a person centered planning process that involves getting to know a person before supporting them in developing a plan for employment (Callahan, 2001)

- **Job Shadowing**

Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work

experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

- **Informational Interviews**

An informational interview is an informal conversation with someone working in a career area/job that interests the student, who can provide them with information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. It is not a job interview, rather a way the student can learn specifics about a particular business or job. (WINTAC, 2016)

- ***Interest and Ability Inventories**

Career interest inventories typically describe or illustrate (often with pictures and videos) many occupations and job tasks and ask students to rate how much they would enjoy doing each job or task. By rating their level of interest in a wide range of occupations, these inventories help young people recognize their predominant interests and preferences (Timmons, Podmostko, Bremer, Lavin, and Wills, 2004). Career interest inventories can be used in school classes, in afterschool and community youth programs, in workforce development programs, and at home. (NCWD)

- *** Labor Market Statistics and Trends**

Labor market statistics and trends are occupational requirements, and other labor market information that provides information about employer, business practices, and employer personnel needs in their local area and elsewhere, such as data provided by the Bureau of Labor Statistics and the Department of Labor's O*NET occupational system. Labor Market Information can assist students in discovering career opportunities, as well as make informed career decisions.

2. Work Based Learning

Work Based Learning (WBL) is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate, and augment the learning process and should be provided in the most integrated setting possible.

WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in the community, and/or through web-based resources. In addition, work-based learning can be used both as an evaluation of student skill attainment as well as a way for the student to evaluate the job to determine if the job was actually what they thought it was or if

they liked it or parts of it.

Programs that include real work experience as a key intervention component are found to have higher rates of students transitioning into integrated, paid employment. (Gold, Fabian & Luecking 2013; Getzel, Rachel, Lau, 2013; Luecking & Luecking, 2015; Test, Mazotti, et. al., 2009). Adult employment is more likely when students have work experiences and jobs during their secondary school years and when families expect and support employment. (Sima. et al, 2014; Farker, et. al., in press; Carter, et. al., Fabian, 2007). These findings are consistent regardless of disability category, where one lives, or their socio-economic status (Gold, Fabian, & Luecking, 2013).

If provided as pre-employment transition services, work based learning may be provided in a group setting and may include a school-based program of job training and informational interview to research employers, work-site tours to learn about necessary job skills, job shadowing or mentoring opportunities in the community . Work-based learning experiences on an individual basis could include paid or unpaid work experience, internships, apprenticeships, short-term employment, fellowships and on-the job trainings in the community.

Examples of Work Based Learning:

(Note: An asterisk * denotes examples work based learning that can be provided by VR under pre-employment transition services)

- ***Apprenticeships**

Apprenticeship is a federally recognized training system for occupations requiring a wide and extensive range of skills and knowledge. It involves on-the-job training combined with related (i.e., classroom) Instruction. In the United States alone, there are currently more than 800 different occupations with apprenticeships. Apprentice wages are based on the level of their skills and increase incrementally to the journeyman level upon successful completion of the apprenticeship. Pre apprentices and registered apprentices through the Department of Labor are not included as allowable pre-employment transition services.

- ***Business Mentors**

Business Mentors are experienced individuals who can explain and provide information about the facets of owning or managing a business such as: understanding and conducting markets research, creating a business plan, securing financing, hours of work required, etc. to students so they can have a better understanding of the requirements and demands of owning and running a business.

- ***Career Mentoring**

A career mentor teaches or provides guidance and advice to a less experienced and often younger person. A career mentor focuses on helping a student understand the work environment and tasks of a specific career

- ***Career Related Competitions**

Career related student competitions are work-based learning activities that require

students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor such competitions in the fields of agriculture, business, health, hospitality and industrial technology (WINTAC, 2016).

- ***Informational Interviews**

An informational interview is an informal conversation with someone working in a career area/job that interests you, who will give you information and advice. It is an effective research tool in addition to reading books, exploring the Internet, and examining job descriptions. It is not a job interview, rather ways a student can learn about a specific business or job. (WINTAC, 2016)

- ***Internships**

An internship is a temporary position emphasizing on-the-job training, and it can be paid or unpaid. An internship is an opportunity to learn the actual nature of a real job and to develop specific job related skills before you are qualified for an actual job (WINTAC, 2016).

- **Job Clubs**

Job Clubs can be school or community based groups that aim to help to equip students with skills and resources to be successful in finding and keeping a job.

- ***Job Shadowing**

Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

- ***Non-paid Work Experience**

Work experience offers students the opportunity to explore careers and understand the nature of work through first-hand exposure to the workplace. Non-paid work experience is exploratory in nature and its intent is to expose an individual to a variety of occupations for the purpose of building basic workplace competence and for purposes of informed choice.

- ***On-the-job Training**

On the job training is a form of training taking place in a normal working situation and is one of the earliest forms of training. It is a one-on-one training located at the job site, where someone who knows how to do a task shows another how to perform it.

- ***Paid Employment**

Paid Work Experience can be general or vocational, focusing respectively on general

workplace skills or career preparation activities within a specific industry or career area (WINTAC, 2016).

- ***School-based Work Experience**

A work experience that is arranged and occurs in a school setting which can include student-led enterprises. Student led enterprises are school based enterprises that produce goods or services for sale or to be used by people other than the participating students. This also provides students the opportunity to learn employability skills.

- ***Service Learning**

Service learning is a work-based learning activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (WINTAC, 2016).

- ***Volunteering**

Volunteering is when a person donates his/her time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations (WINTAC, 2016).

- ***Work-site tours to learn about necessary job skills**

Work –site tours are group excursions for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress

3. Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs

Maximum flexibility in the career decision making process is important in the early phases of post-secondary education (PSE) planning. This includes gaining an awareness of the wide range of career pathway options and labor market realities and projections. The U.S. Department of Labor has created clusters of careers to help schools to provide instruction and monitor student experience ¹

Even in absence of earning diplomas, people exposed to postsecondary education are more likely to find jobs that pay better wages compared to their peers who did not have post-secondary education experiences (Carnevale & Desrochers, 2003; Leonhardt, 2011; Marcotte, Bailey, Borkoski, & Kiensl, 2005). Findings show that students who exited the VR program after receiving postsecondary education services reported higher weekly wages compared to their peers who did not receive any postsecondary education services (Gilmore et al., 2001; Migliore, Butterworth, & Hart, 2009).

VR agencies may provide counseling on opportunities for enrollment in comprehensive transition postsecondary educational programs at institutions of higher education in a group setting or on an individual basis. These services may include information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with a career field or pathways. It may also include advising students and parents, or representatives on academic curricula, college application and admissions process, completing the free application for Federal Student Aid (FASA), and resources that may be used to support individual student success in education and training, to include disability support services.

Examples of Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs

(Note: An asterisk * denotes examples of counseling on opportunities for enrollment in comprehensive transition or postsecondary education programs that can be provided by VR under pre-employment transition service)

- ***Academic Planning**
Academic planning is the process of setting your educational goals and determining the best path to meet them.
- ***Information on Accommodations and Services in Post-Secondary Education**
Providing information on disability support services and linking families and students to such services.
- ***College Affordability Planning**
A process that includes evaluating the cost of attending and identifying resources available for post-secondary education that includes both personal finances, benefits planning, grants, and loans (Federal and private).
- ***College and Career Exploration and Selection Process**
The process of exploring post-secondary education and training programs and identifying ones that match identified career goals and personal requirements. This process may also identify whether programs under consideration have an office of disability services.
- ***Post-Secondary Education Application and Admission Process**
Understanding, completing and filing the required materials within required timeframes needed to participate in post-secondary education and training programs.

4. Workplace Readiness Training to Develop Social Skills and Independent Living

Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers; and the importance of

timeliness. These skills are sometimes called soft skills, employability skills, or job readiness skills. These abilities help employees learn and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require every job requires good social skills/interpersonal skills (Test, Mazzotti, et.al., 2009).

VR agencies may provide workplace readiness training to students with disabilities as a required activity under pre-employment transition services. As such, workplace readiness training may include programming to develop social skills and independent living, such as communication and interpersonal skills, financial literacy, orientation and mobility skills, job-seeking skills, understanding employer expectations for punctuality and performance, as well as other “soft” skills.

Examples of work place readiness training:

(Note: An asterisk * denotes examples of work-based readiness training that can be provided by VR under pre-employment transition service)

- ***Communication**
Communication skills in the workplace is the ability to convey information to people clearly and simply, both verbal and non-verbal, within an organization.
- ***Financial Literacy**
Financial literacy is ‘the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being’ (2008 Annual Report to the President). It includes skills like long-term vision and planning for the future, and the discipline to use those skills every day.
- ***Networking**
Networking is the exchange of information or services among individuals, groups, or institutions; specifically, the cultivation of productive relationships for employment or business (Miriam-Webster, 2014).
- ***Orientation and Mobility Skills**
Orientation and Mobility skills teach students the skills and concepts they need in order to travel independently and safely to access their community, school and worksite.
- ***Problem Solving and Critical Thinking**
Problem solving and critical thinking is the process of working through details of a problem to reach a solution. Problem solving may include mathematical or systematic operations and can be a gauge of an individual's critical thinking skills.
- ***Professionalism**
Professionalism, in and of itself, is not one skill but the blending and integration of a variety of skills.
Employers want workers to be responsible, ethical, and team oriented, and to possess

strong communication, interpersonal, and problem solving skills. When professionalism is demonstrated, it tends to be thought of as the entire package.

- ***Teamwork**

Teamwork is the process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance.

5. Instruction in Self-Advocacy

Self-advocacy refers to: an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, set goals and pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means understanding one's disability and taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace and community settings.

VR agencies may provide or arrange for the provision of instruction in self-advocacy as a required activity under pre-employment transition services. This instruction may be provided in a classroom or on an individual basis in which students learn about their rights responsibilities, and how to request accommodations or services and supports needed during the transition from secondary to postsecondary education and employment. Students may conduct informational interviews or mentor with educational staff or individuals employed by or volunteer for employers, boards, associations or organizations. These acquired self-advocacy skills will enable students to advocate for any support services, including auxiliary aids and services and accommodations that may be necessary for training or employment.

Examples of Instruction in Self-Advocacy:

(Note: An asterisk * denotes examples of instruction in self-advocacy that can be provided by VR under pre-employment transition service)

- ***Requesting and Utilizing Accommodations**

Students' ability to request and utilize accommodation in the classroom, work site, or other settings in order for them to be able to learn, work, or receive services. Accommodations are designed not to lower expectations for performance in school or work but to alleviate the effects of a disability. (NCWD, 2016)

- ***Decision making including supported decision making**

Supported decision-making is “A process of supporting and accommodating an student with a disability to enable the student to make life decisions, including decisions related to where the he/she wants to live, the services, supports, and medical care they want receive, and where they want to want, without impeding the self-determination of the student.

- ***Disability Disclosure**
Disclosure is the act of opening up, revealing, or telling. With regard to individuals with disabilities, it refers to the act of informing someone that an individual has a disability, including self-disclosure. It is often associated with a person's need to request accommodations (NCWD, 2016)
- ***Goal setting and attainment**
Goal setting and attainment is the skill of determining how a student plans to accomplish what they want - setting the goal, plan for implementation and measuring success.
- ***Leadership Skills (taking a leadership role)**
Leading is the area of development that centers on creating positive skills, attitudes, and behaviors around civic involvement, work and personal goal setting. Students may participate in youth leadership activities offered in educational or community settings,
- ***Peer Mentoring**
Peer mentoring is a form of mentorship that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). Mentorship relationships can take different forms such as peer mentoring, disability mentoring, group mentoring or e-mentoring. (WINTACT, 2016)
- ***Personal Rights and Responsibilities**
Knowledge and opportunities to learn about laws and regulations regarding education and employment, including those specific to disability.
- ***Self-awareness and knowledge**
The ability to understand oneself separate from the environment and other individuals. It is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.
- ***Self-determination**
The right and ability of all persons to direct their own lives, as well as the responsibility to accept the consequences of their own choices. Some of the skills that make someone self-determined or a successful self-advocate are the following: knowledge of one's strengths and limitations, belief in one's ability to achieve goals, ability to start and complete tasks, ability to assertively assert one's wants needs, and concerns, and the ability to make decisions and see other options.

Effective Practices and Predictors of Post-School Success

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with

disabilities. Effective practices and predictors have been identified based on the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes there are practices in the field for which there is not yet evidence of effectiveness.

The following table describes effective practices (based on experimental research) and predictors (based on correlational research) around the five core transition services that were outlined in the previous section. To learn more about EBPS and predictors follow the links below to the NTACT website.

Best Practices for Pre-Employment Transition Services

Recently a GAO-18-502 report titled [“Students with Disabilities: Additional Information from Education Could Help States Provide Pre-Employment Transition Services”](#) noted states indicated the need for “additional assistance with identifying best practices” (p. 26). The following table from OSERS’ National Technical Assistance Center on Transition (NTACT) [Competitive Integrated Employment Toolkit](#) provides a starting point for state and local Vocational Rehabilitation and Special Education agencies. (Note: An asterisk * denotes examples of job exploration counseling that can be provided by VR under pre-employment transition services)

Job Exploration Counseling	
Job Exploration Counseling, or Career counseling/ guidance includes a wide variety of activities which help students explore career options and opportunities available. Job exploring options are intended to foster motivation, consideration of opportunities and informed decision-making.	
*Career Speakers	
Promising Practices <ul style="list-style-type: none">• Career Exploration Services	Predictors <ul style="list-style-type: none">• Career Awareness
Career Student Organization	
Research-Based Practices <ul style="list-style-type: none">• Adult Advocate for dropout prevention• Career exploration to increase career search efficacy	Predictors <ul style="list-style-type: none">• Career Awareness• Youth Autonomy and Decision Making• Vocational or Career & Technical Education• Occupational Courses
Career Vocational Assessment	
Promising Practices <ul style="list-style-type: none">• Supported Employment• Career Exploration Services• Career exploration to increase career search efficacy	Predictors <ul style="list-style-type: none">• Career Awareness• Occupational Courses• Community Experiences• Vocational Education

Course of Study Alignment with Career	
Evidenced-Based Practices <ul style="list-style-type: none"> • <u>Published curricula to teach student involvement in the IEP</u> 	Predictors <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Occupational Courses</u> • <u>Program of Study</u> • <u>Transition Program</u> • <u>Vocational Education</u>
Discovery	
Promising Practices <ul style="list-style-type: none"> • <u>Whose Future is it Anyway? To teach self-determination</u> 	Predictors <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Transition Program</u> • <u>Community Experiences</u> • <u>Parent/Family Involvement</u> • <u>Parent Expectations</u>
Informational Interviews	
Promising Practices <ul style="list-style-type: none"> • <u>Community based instruction to teach communication skills</u> • <u>Video Modeling to teach interviewing skills</u> • <u>Career Exploration Services</u> 	Predictors <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Community Experiences</u>
*Interest and Ability Inventories	
Promising Practices <ul style="list-style-type: none"> • <u>Career Exploration Services</u> 	Predictors <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Transition Program</u>
Job Shadowing	
Research-Based Practices <ul style="list-style-type: none"> • <u>Career Exploration Services</u> • <u>Community Based instruction to teach communication skills</u> • <u>Community Based instruction to teach community integration skills</u> 	Predictors <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Occupational Courses</u> • <u>Work Study</u>
*Labor Market Statistic and Trends	
Promising Practices <ul style="list-style-type: none"> • <u>Career Exploration Services</u> 	Predictors <ul style="list-style-type: none"> • <u>Career Awareness</u>
Work Based Learning	
<p>Work Based Learning (WBL) is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. These opportunities are meant to engage, motivate, and augment the learning process and should be provided in the most integrated setting possible.</p>	

*Apprenticeships	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Response Prompting to teach Employment Skills</u> • <u>Self-Management Instruction to teach Job specific skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Community Experiences</u> • <u>Vocational Education</u> • <u>Work Study</u>
<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Teaching employment skills using community based instruction</u> • <u>Using an extension of services after graduation to promote increased financial skills</u> • <u>Using Least to Most Prompts to teach specific job skill</u> • <u>DARS Force</u> 	
*Business Mentors	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> • <u>Supported Employment</u> • <u>Impact of counselor education and consumer outcomes</u> • <u>Adult Advocate for dropout prevention</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Strong Business Model</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Occupational Courses</u> • <u>Community Experiences</u>
*Career Mentorship	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Response Prompting to teach Employment Skills</u> • <u>Self-Management Instruction to teach Job specific skills</u> • <u>Adult Advocate for dropout prevention</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Community Experiences</u> • <u>Career Awareness</u> • <u>Work Study</u>

<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Using an extension of services after graduation to promote increased financial skills</u> • <u>Career exploration to increase career search efficacy</u> 	
<p>*Career Related Competitions</p>	
<p>Research Based</p> <ul style="list-style-type: none"> • <u>Simulation to teach social skills</u> • <u>Self-monitoring to teach functional life skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Vocational Education</u> • <u>Vocational or Career & Technical Education</u>
<p>*Informational Interviews</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Community based instruction to teach communication skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Video Modeling to teach interviewing skills</u> • <u>Career Exploration Services</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Community Experiences</u> • <u>Career Awareness</u> • <u>Paid Employment/Work Experiences</u> • <u>Work Study</u>
<p>*Internships</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Response Prompting to teach Employment Skills</u> • <u>Community based instruction to teach communication skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Teaching employment skills using community based instruction</u> • <u>Using an extension of services after graduation to promote increased financial skills</u> • <u>Using Least to Most Prompts to teach specific job skill</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Community Experiences</u> • <u>Career Awareness</u> • <u>Paid Employment/Work Experiences</u> • <u>Work Study</u>

Job Clubs	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> • <u>Community Based instruction to teach communication skills</u> • <u>Simulation to teach social skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Take Action: making goals happen curriculum to teach goal-setting and attainment</u> • <u>Video Modelling to teach interviewing skills to students with autism</u> • <u>Career Exploration Services</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Self-Advocacy/Self determination</u>
Job Shadowing	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Response Prompting to teach Employment Skills</u> • <u>Self-Management Instruction to teach Job specific skills</u> • <u>Career Exploration Services</u> • <u>Community Based instruction to teach communication skills</u> • <u>Community Based instruction to teach community integration skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Teaching employment skills using community based instruction</u> • <u>Using Least to Most Prompts to teach specific job skill</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Community Experiences</u> • <u>Career Awareness</u> • <u>Paid Employment/Work Experiences</u> • <u>Work Study</u>
*Non-paid Work Experience	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Self-Management Instruction to teach Job specific skills</u> • <u>Community Based Instruction to teach communication skills</u> • <u>Response prompting to teach employment skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Community Experiences</u> • <u>Work Study</u> • <u>Parent Expectations</u> • <u>Travel Skills</u>

<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Teaching employment skills using community based instruction</u> • <u>Community Based Instruction to teach employment skills</u> • <u>Using Least to Most Prompts to teach specific job skill</u> • <u>Soft skills training</u> 	
*On-the-job Training	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Response Prompting to teach Employment Skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Teaching employment skills using community based instruction</u> • <u>Using Least to Most Prompts to teach specific job skill</u> • <u>Embedded Training Program</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Community Experiences</u> • <u>Vocational Education</u> • <u>Work Study</u>
*Paid Employment	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Supported Employment for competitive integrated employment</u> • <u>Self-Management Instruction to teach Job specific skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Using Least to Most Prompts to teach specific job skill</u> • <u>Video Prompt to teach office tasks to students with ID</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Community Experiences</u> • <u>Paid Employment/Work Experiences</u> • <u>Parent Expectations</u> • <u>Travel Skills</u> • <u>Social Skills</u>
*Service Learning	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Response Prompting to teach Employment Skills</u> • <u>Community Based Instruction to teach communication skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Community Experiences</u> • <u>Work Study</u> • <u>Social Skills</u>

<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Teaching employment skills using community based instruction</u> • <u>Using Least to Most Prompts to teach specific job skill</u> • <u>Community based instruction to teach employment skills</u> • <u>Soft Skills Training</u> • <u>Community Based Instruction to teach communication skills</u> • <u>Self-management to teach social skills</u> 	
*School Work Experience including Student-Led Enterprises	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Self-Management to teach job specific skills</u> • <u>Self-Management to teach social skills</u> • <u>System of Least-to-Most to teach communication skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Using Least to Most Prompts to teach specific job skill</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Work Study</u> • <u>Paid Employment/Work Experiences</u> • <u>Social Skills</u> • <u>Youth Autonomy and Decision Making</u>
*Volunteering	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> • <u>Community Based Instruction to teach communication skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach job skills</u> • <u>Teaching employment skills using community based instruction</u> • <u>Using Least to Most Prompts to teach specific job skill</u> • <u>Community based instruction to teach employment skills</u> • <u>Soft Skills Training</u> • <u>Community Based Instruction to teach communication skills to student</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Vocational Education</u> • <u>Parent Involvement</u> • <u>Social Skills</u>

*Work-site tours to learn about necessary job skills	
<p>Research-Based Practices</p> <ul style="list-style-type: none"> • <u>Community Based Instruction to teach communication skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Career Exploration Services</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Community Experiences</u>
<p>Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Education Programs (includes 4 yr., 2 yr. and training programs)</p> <p>Maximum flexibility in the career decision making process is important in the early phases of post-secondary education (PSE) planning. This includes gaining an awareness of the wide range of career pathway options and labor market realities and projections.</p>	
<p>*Academic Planning</p> <ul style="list-style-type: none"> • HS Graduation Pathways that lead to College and Career Readiness • Advising students and parents on academic curricula • Information about course offerings 	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> • <u>Published curricula to teach student involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Inclusion in General Education</u> • <u>Program of Study</u> • <u>Parent Expectations</u> • <u>Occupational Courses</u> • <u>Transition Program</u> • <u>Youth Autonomy and Decision Making</u>
<p>*Information on Accommodations and Services in Post-Secondary Education</p> <ul style="list-style-type: none"> • Resources to support student success in education and training • Plan for and access adult services • Identify technology needs • Documentation of academic accommodations • Accessibility needs 	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> • <u>Published curricula to teach student involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u> <p>Research-Based Practices</p> <ul style="list-style-type: none"> • <u>Interagency Collaboration</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Self-Advocacy/Self-Determination</u> • <u>Program of Study</u> • <u>Transition Program</u> • <u>Interagency Collaboration</u> • <u>Parent Involvement</u> • <u>Inclusion in General Education</u>

<p>*College Affordability Planning</p> <ul style="list-style-type: none"> • Completion of FAFSA • Identify financial aid options 	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> • <u>Published curricula to teach student involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Work incentive planning and benefits counseling</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Parent Expectations</u> • <u>Parent Involvement</u> • <u>Self-Advocacy/Self-Determination</u> • <u>Students Autonomy/Decision Making</u>
<p>*College and Career Exploration and Selection Process</p> <ul style="list-style-type: none"> • College Aspirations • Transition from high school graduation to college enrollment • Information about career options • Types of academic and occupational training needed to succeed in the workplace • Postsecondary opportunities associated with career fields or pathways • Attend college fairs and tours • Provide PSE information to family members • Connect PSE resources/services/websites 	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> • <u>Published curricula to teach student involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u> <p>Research-Based Practices</p> <ul style="list-style-type: none"> • <u>Whose Future Is It? to teach self-determination skills</u> • <u>Interagency Collaboration</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Career Exploration Services</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Students Autonomy/Decision Making</u> • <u>Self-Advocacy/Self-Determination</u> • <u>Parent Expectations</u> • <u>Transition Program</u> • <u>Program of Study</u> • <u>Inclusion in General Education</u> • <u>Parent Involvement</u> • <u>Interagency Collaboration</u>
<p>*Post-Secondary Education Application and Admissions Process</p> <p>College application process</p>	
<p>Evidence-Based Practices</p> <ul style="list-style-type: none"> • <u>Published curricula to teach student involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction (SDLMI) to teach goal attainment</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Career Awareness</u> • <u>Students Autonomy/Decision Making</u> • <u>Parent Involvement</u> • <u>Self-Advocacy/Self-Determination</u> • <u>Transition Program</u>

Workplace Readiness Training to Develop Social Skills and Independent Living

Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers; and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job readiness skills.

***Communication**

- Talking/Writing
- Active Listening

Research Based Practices

- Self-Advocacy Strategy to Teach Student Involvement in the IEP
- Simulations to Teach Social Skills
- Response Prompting to Teach Social Skills
- Response Prompting to Teach Employment Skills

Promising Practices

- System of least-to-most prompting to teach communication skills
- Community based instruction to teach communication skills
- Backward Chaining to teach functional life skills
- Self-Management to Teach Social Skills
- Self-Monitoring to teach Functional Skills
- Computer Assisted Instruction to teach Job Specific Skills

Predictors

- Work Study
- Community Experiences
- Student Support
- Social Skills

***Networking**

Research Based Practices

- Simulations to Teach Social Skills
- Response Prompting to Teach Social Skills

Promising Practices

- Self-Management to Teach Social Skills
- Peer Network Interventions to teach social engagement skills

Predictors

- Social Skills
- Community Experiences
- Work Study
- Parent Involvement

*Orientation and Mobility Skills	
Promising Practices <ul style="list-style-type: none"> • <u>Response prompting to teach travel skills</u> 	Predictors <ul style="list-style-type: none"> • <u>Travel Skills</u>
*Financial Literacy	
Evidence Based Practices <ul style="list-style-type: none"> • <u>Using simulation to teach purchasing skills</u> • Research Based Practices <ul style="list-style-type: none"> • <u>Community based instruction to teach purchasing skills</u> • <u>Least-to-most prompting to teach purchasing skills</u> • <u>One-more-than strategy to teach purchasing skills</u> • <u>Response prompting to teach purchasing skills</u> Promising Practices <ul style="list-style-type: none"> • <u>Using Extension of Services after graduation for Financial Literacy</u> • <u>Community Based Instruction to teach banking skills</u> • <u>Using Simulation to Teach Banking Skills</u> • <u>Progressive time delay to teach purchasing skills</u> • <u>One-more-than strategy to teach counting money</u> • <u>Work incentive planning and benefits counseling</u> 	Predictors <ul style="list-style-type: none"> • <u>Community experiences</u> • <u>Self-Care/Independent Living Skills</u>
*Problem Solving and Critical Thinking	
<ul style="list-style-type: none"> • Decision Making Evidence Based Practices <ul style="list-style-type: none"> • <u>System of least-to-most prompts to teach functional life skills</u> Promising Practices <ul style="list-style-type: none"> • <u>Self-Management to Teach Social Skills</u> 	Predictors <ul style="list-style-type: none"> • <u>Student Support</u> • <u>Social Skills</u>

<p>Promising Practices (cont.)</p> <ul style="list-style-type: none"> • <u>Self-Monitoring to teach Functional Skills</u> • <u>Self-Determined Learning Model of Instruction to teach goal attainment</u> 	
<p>*Professionalism</p> <ul style="list-style-type: none"> • Enthusiasm and Attitude • Understanding employer expectations for punctuality and performance • Respectful 	
<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Self-Monitoring to teach Functional Skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Social Skills</u> • <u>Work Study</u>
<p>*Teamwork</p> <ul style="list-style-type: none"> • Cooperation • Conflict Resolution • Empathy • Supporting Others 	
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Simulations to Teach Social Skills</u> • <u>Response Prompting to Teach Social Skills</u> • <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Social Skills</u> • <u>Community Experiences</u> • <u>Student Support</u> • <u>Work Study</u>
<p>Promising Practice</p> <ul style="list-style-type: none"> • <u>System of least-to-most prompting to teach communication skills</u> • <u>Community based instruction to teach communication skills</u> • <u>Self-Management to Teach Social Skills</u> • <u>Peer Network Interventions to teach social engagement skills</u> 	

<p>Instruction in Self-Advocacy</p> <p>Self-advocacy refers to: an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, set goals and pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means understanding one's disability and taking the responsibility for communicating one's needs and desires in a straightforward manner to others.</p>	
<p>*Requesting and Utilizing Accommodations</p> <ul style="list-style-type: none"> Request accommodations or services and supports 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <u>Self-Determined Learning Model of Instruction to teach goal attainment</u> 	<p>Predictors</p> <ul style="list-style-type: none"> <u>Inclusion in General Education</u> <u>Self-Advocacy/Self-Determination</u>
<p>*Decision Making including supported decision making</p>	
<p>Research Based Practices</p> <ul style="list-style-type: none"> <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u> <u>Self-Directed IEP to teach Student Involvement in the IEP</u> <p>Promising Practices</p> <ul style="list-style-type: none"> <u>Computer Assisted Instruction to teach student involvement in the IEP</u> 	<p>Predictors</p> <ul style="list-style-type: none"> <u>Self-Advocacy/Self-Determination</u> <u>Self-Care/Independent Living Skills</u>
<p>*Disability Disclosure</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <u>Published Curricular to teach Student Involvement in the IEP</u> <p>Research Based Practices</p> <ul style="list-style-type: none"> <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u> <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u> <u>Self-Directed IEP to teach Student Involvement in the IEP</u> 	<p>Predictors</p> <ul style="list-style-type: none"> <u>Self-Advocacy/Self-Determination</u> <u>Self-Care/Independent Living Skills</u>
<p>*Goal setting and attainment</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> <u>Self-Determined Learning Model of Instruction to teach Goal Attainment</u> 	<p>Predictors</p> <ul style="list-style-type: none"> <u>Self-Advocacy/Self-Determination</u> <u>Self-Care/Independent Living Skills</u> <u>Inclusion in General Education</u>

<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u> • <u>Self-Directed IEP to teach Student Involvement in the IEP</u> • <u>Self-Management to teach Job Specific Skills</u> 	
<p>*Leadership Skills (taking a leadership role)</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • <u>Published Curricular to teach Student Involvement in the IEP</u> <p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u> • <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u> • <u>Self-Directed IEP to teach Student Involvement in the IEP</u> • <u>Self-Management to teach Job Specific Skills</u> <p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Self-management instruction to teach social skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Social Skills</u> • <u>Inclusion in General Education</u> • <u>Self-Care/Independent Living Skills</u> • <u>Vocational or Career & Technical Education</u>
<p>*Peer Mentoring</p>	
<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Check and Connect to teach student participation in the IEP process</u> • <u>Self-management instruction to teach social skills</u> • <u>Peer network intervention to teach social engagement skills</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Social Skills</u> • <u>Inclusion in General Education</u> • <u>Self-Advocacy/Self-Determination</u>
<p>*Personal Rights and Responsibilities</p>	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • <u>Published Curricular to teach Student Involvement in the IEP</u> <p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u> • <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u> • <u>Self-Directed IEP to teach Student Involvement in the IEP</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Self-Advocacy/Self-Determination</u> • <u>Self-Care/Independent Living Skills</u>

<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Computer Assisted Instruction to teach student involvement in the IEP</u> 	
<p>*Self-awareness and knowledge</p> <ul style="list-style-type: none"> • Monitor progress • Identify Independence • Disability Understanding • Self-reflection 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • <u>Published Curricular to teach Student Involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction to teach Goal Attainment</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Self-Advocacy/Self-Determination</u> • <u>Self-Care/Independent Living Skills</u> • <u>Inclusion in General Education</u>
<p>Research Based Practices</p> <ul style="list-style-type: none"> • <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u> • <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u> • <u>Self-Directed IEP to teach Student Involvement in the IEP</u> • <u>Self-Management to teach Job Specific Skills</u> • <u>Computer Assisted Instruction to teach student involvement in the IEP</u> 	
<p>Promising Practices</p> <ul style="list-style-type: none"> • <u>Self-Monitoring to teach Functional Skills</u> • <u>Self-management instruction to teach social skills</u> • <u>Community based instruction to teach community integration skills</u> 	
<p>*Self-determination</p> <ul style="list-style-type: none"> • Assertiveness • Intrinsic Motivation • Self-efficacy 	
<p>Evidence Based Practices</p> <ul style="list-style-type: none"> • <u>Published Curricular to teach Student Involvement in the IEP</u> • <u>Self-Determined Learning Model of Instruction to teach Goal Attainment</u> 	<p>Predictors</p> <ul style="list-style-type: none"> • <u>Self-Advocacy/Self-Determination</u> • <u>Inclusion in General Education</u> • <u>Self-Care/Independent Living Skills</u> • <u>Social Skills</u>

<p>Research Based Practices</p> <ul style="list-style-type: none">• <u>Whose Future Is It Anyway? to Teach Self- Determination Skills</u>• <u>Self-Advocacy Strategy to Teach Student Involvement in the IEP</u>• <u>Self-Directed IEP to teach Student Involvement in the IEP</u>• <u>Self-Management to teach Job Specific Skills</u> <p>Promising Practices</p> <ul style="list-style-type: none">• <u>Computer Assisted Instruction to promote student involvement in the IEP meeting</u>• <u>Self-Monitoring to teach Functional Skills</u>	
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Reviewed Resources		
Resource	Content Area	Audience
<p><u>Skills to Pay the Bills: Mastering Soft Skills for Workplace Success (Available in English or Spanish):</u></p> <p>"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success," is a curriculum developed by ODEP focused on teaching "soft" or workforce readiness skills to students, including students with disabilities.</p>	<p>Communication Teamwork Networking Problem Solving and critical thinking Professionalism</p>	<p>Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist</p>
<p><u>Federal Partners in Transition (March, 2016) What to Know About Youth Transition Services for Students with Disabilities.</u></p> <p>This fact sheet provides information and resources about current federal policies effecting youth transition and links to resources effecting workplace readiness and independent living</p>	<ul style="list-style-type: none"> Communication Problem solving and critical thinking 	<ul style="list-style-type: none"> Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist Parent
<p><u>Helping Youth with Learning Disabilities Chart the Course: A Guide for Youth Service Professionals,</u></p> <p>This Info Brief describes challenges faced by students and young adults with learning disabilities as they reach adulthood, while highlighting strategies youth service professionals can implement to help students to transition successfully into the workplace.</p>	<ul style="list-style-type: none"> Communication Problem solving and critical thinking 	<ul style="list-style-type: none"> Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist
<p><u>A Guide to developing Collaborative School- Community-Business Partnerships</u></p> <p>This Guide is designed to provide basic information to enable meaningful and employment outcome oriented collaboration among between school, community and business partners.</p>	<ul style="list-style-type: none"> Teamwork Networking Problem solving and critical thinking 	<ul style="list-style-type: none"> Special Education Teacher Vocational Rehabilitation Counselor Transition Specialist

<p><u>Travel Training for Youth with Disabilities</u></p> <p>Provides an overview of and how to implement travel training models in communities.</p>	<ul style="list-style-type: none"> • Problem solving and critical thinking • Orientation and Mobility 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Families ▪ Students
<p><u>Quick Guide: Transportation and Travel Instruction</u></p> <p>The NTACT Quick Guide offers information that helps to address student needs in transportation and travel providing links to resources, curriculum and tools.</p>	<ul style="list-style-type: none"> • Problem solving and critical thinking • Orientation and Mobility 	<ul style="list-style-type: none"> ▪ Special Education Teacher ▪ Vocational Rehabilitation Counselor ▪ Transition Specialist ▪ Families ▪ Students
<p><u>Cross-Walk of Resources for Implementation of the Five Pre-ETS Areas</u></p> <p>Links to web-based resources are organized using Pre-ETS found in WIOA including, state developed materials and activities.</p>	<ul style="list-style-type: none"> • Interest and ability inventories • Discovery • Informational interviews • Course of study alignment with career • Career vocational assessment • Volunteering 	<ul style="list-style-type: none"> • Administrator • Special Education Teacher • Vocational Rehabilitation Counselor • Transition Specialist

Implications for Practice:

- Creates a common understanding of the five required areas of Pre-ETS in the WIOA
- Defines specific activities associated with each of the Pre-ETS areas in the WIOA
- Provides evidenced and research-based practices (EBPPs) that can be used for individual student planning
- Resources provide curriculum and activities that can be used in the provision of transition services and Pre-ETS

Section III: Interagency Collaboration

At a Glance:

Developing effective cross-agency collaboration implementation of evidenced based practices requires building partnership at the state, local and student level. Section III provides information on effective practices within interagency collaboration. Resources are provided to assist in building

cross-agency teams as well as provide strategies to enhance current collaborative efforts. These resources are designed to assist team in evaluation, planning, and implementation of transition services. Resources could be incorporated into professional development or cross-agency trainings to build capacity, common understanding, and knowledge of staff working with students.

Why is interagency Collaboration Important for improving post-school outcomes?

It has long been held that collaboration among professionals and service systems is an important component of effective initiatives and programs that support the transition of students with disabilities from school to work and adult life (Wehman, 2013). In fact, collaboration among professionals and programs is often necessary for students and students who are touched by many systems and professionals (Luecking & Luecking, 2015; Getzel, et al., 2015; Wehman, 2014). Research has found that when students with disabilities access collaborative services during high school, they are more likely to experience positive postschool outcomes (Noonan, Gaumer-Erickson, & Morningstar, 2013; Test, Mazzotti, et al., 2009).

Education and vocational rehabilitation each have separate, mandates to assist students and students to prepare for, obtain and keep employment. However, without clearly identified roles and coordination between the two agencies there are potential problems at both the individual students level where poor collaboration may increase the already complicated path to adult employment as well as at the partner level where resources might not be used in the most effective and efficient way.

Collaboration between schools, VR, and other partners is effective when there is a clear and compelling rationale for staff to work across agency lines. (Fabian, E and Luecking, R., 2015). Collaboration is structured around formalized relationships and processes that maximize the expertise and perspectives of students, parents, educators, VR counselors, and other partners involved in the transition process. The relationships and process should promote individualized student services, supports, and activities as well as define role and responsibilities of each partner in supporting those individualized student services. When collaboration is directly focused on outcomes for students and the systems that serve them – rather than merely referring them for a “hand off” to the next responsible party – higher school completion and employment rates are likely (Luecking & Luecking, 2015; Fabian & Luecking, 2014). Conversely, without a focus on work and work experience, collaboration efforts falter (Getzel, et al., 2015).

Types of Collaborative Partnerships

There are several types of collaborative partnerships that can occur for the purposes of transition planning (Noonan, 2014); all transition partnerships, however fall under three main categories of teams.

1. Community-level teams connect schools, a district, or multiple districts with the community.
2. School-level teams support the transition planning efforts for all students in the school, and individual-level teams support the transition needs of individual students.
3. State level teams develop the interagency agreement defining how transition services will be jointly funded and delivered based on requirements outlined in the IDEA and the WIOA.

The Following table describes the state, local and student level teams, their purpose, typical participants and general activities they perform.

Team	Purpose	Participants	Activities
State Level	<ul style="list-style-type: none"> To develop and coordinate state policies and resources across agencies focused on creating early and ongoing CIE experiences. Provide resources and support for community level teams development and activities of EBPs of CIE Identify and address statewide needs to improving CIE outcomes for students with disabilities. 	<ul style="list-style-type: none"> SEA-Special Education Vocational Rehabilitation Tribal VR Career Technical Education Workforce (DOL) Parent Centers (PTI, PERC, others) Developmental Disabilities Services Mental Health Services Advocacy Groups Post Secondary Education/Training 	<ul style="list-style-type: none"> Put in place an interagency agreement that supports CIE and EBPs Support a professional and parent training system to develop knowledge and skills of CIE Provide resources and support for community and school interagency teams Create opportunities to blend and braid resources to support early and ongoing CIE opportunities.
Community Level	<ul style="list-style-type: none"> Collaboration among schools (elem, middle, high), VR and other local agencies, employers, parents 	<ul style="list-style-type: none"> School District Administration Special Education administrators and teachers School Counselors 	<ul style="list-style-type: none"> Coordinate and align local resources to provide integrated employment experiences Identify and address

	<ul style="list-style-type: none"> • Focused on development and coordination of local policies and resources to create local early and ongoing CIE experiences. • Identify and address community needs in developing student skills and experiences that lead to CIE following HS graduation 	<ul style="list-style-type: none"> • Vocational Rehabilitation Counselors • Career Technical Education • Employers • Workforce (DOL) • Parents • CRPs • Post-Secondary Education/Training • Mental Health • Others specific to the Community 	<p>community needs related to student's skill development and CIE after HS graduation</p> <ul style="list-style-type: none"> • Understand local business needs and engage employers to provide work experiences and employment for young adults with disabilities • Provide opportunities for personnel and parents to learn about EBPs of transition and CIE for students with disabilities.
School Level	<ul style="list-style-type: none"> • Collaboration across school curriculum and programs to address skill/career development for students with disabilities • Collect and analyze student data to identify and address areas of need 	<ul style="list-style-type: none"> • School Administration • Teachers (Special ed, Gen ed, CTE) • School Counselors • VR Counselors • Parents • Students • Others specific to the school 	<ul style="list-style-type: none"> • Partner with VR Counselors and other community members in the provision of career development and community-based work experiences • Align curriculum and programs vertically across grade levels and content areas.

	<ul style="list-style-type: none"> • Create opportunities for family engagement and learning. 		<ul style="list-style-type: none"> • Structured communication and intervention regarding student needs.
Individual student level	<ul style="list-style-type: none"> • Coordinate provision of individualized services and supports in both school and community settings • Develop and carry out a plan based on student identified career goals beyond high school • Engage and communicate on a regular basis with family regarding student needs and progress 	<ul style="list-style-type: none"> • Student • School Administrator • Student's teachers (special ed, gen. ed., CTE) • VR Counselor • School Counselor • Family • Others specific to student needs (ie; CRP, probation) 	<ul style="list-style-type: none"> • Identification of student career interests and needs • Development of plan with outcome oriented goals and activities. • Academic and employment skills development • Coordinated series of community based work experiences, including paid work • Regular communication with family about student progress and needs

Putting Collaboration into Practice

State Level

At the State Level, VR and Education, along with other critical partners, should create a proactive interagency plan/agreement to increase opportunities for students with disabilities to prepare for and achieve competitive integrated employment outcomes. The interagency plan/agreement can be used to create capacity of the service delivery system by providing resources and support to the activities and evidenced based practices that promote students

The IDEA §300.154 outlines the following requirements for the interagency agreement:

The Chief Executive Officer of a State or designee of that officer must ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each non-educational public agency described in paragraph (b) of this section and the SEA, in order to ensure that all services described in paragraph (b)(1) of this section that are needed to ensure FAPE are provided, including the provision of these services during the pendency of any dispute under paragraph (a)(3) of this section. The agreement or mechanism must include the following:

- An identification of, or a method for defining, the financial responsibility to ensure FAPE to children with disabilities IDEA§300.154(a)(2)
- The conditions, terms, and procedures under which an LEA must be reimbursed by other agencies IDEA§300.154(a)(2)
- Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism. IDEA§300.154(a)(3)
- Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services IDEA§300.154(a)(4). Services to include but not limited to:
 - Assistive technology devices and services IDEA §300.5 and §300.6
 - Related Services in IDEA §300.34 including rehabilitation counseling
 - Supplementary Aides and Services in IDEA §300.42
 - Transition Services included in IDEA §300.43
- A process and responsibilities for LEA referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available. IDEA§300.107

- How professional development and technical assistance will be provided by the state agencies to ensure that teachers and administrators are fully informed of their responsibilities and provided TA and training necessary to assist in this effort. IDEA§300.119

Interagency State Level Collaboration Resources	
<u>The Formal Interagency Agreement</u> <u>Pre-Employment Transition Services and Transition Services</u>	The Toolkit provides information useful to state vocational rehabilitation agencies and education agencies in the development of their interagency agreement to provide transition services. The requirements of WIOA and IDEA are discussed along with a series of questions to help address the required content.
<u>Taxonomy for Transition Planning 2.0</u>	The Taxonomy 2.0 brings in the latest literature regarding predictors of post- school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of students with disabilities in college and careers. Across categories, collaboration with service agencies, especially vocational rehabilitation, emphasize the importance of such connections prior to and during school and post-school transitions. This tool will help to better understand the practices important to providing effective transition services.
<u>Model for State Capacity Building using the Taxonomy for Transition Planning 2.0</u>	Building capacity within one's state is important to assuring that the state's young people with disabilities are successful in achieving valued adult outcomes. The model for extending transition research to practice within a state, focuses on two important components: increasing local capacity and facilitating implementation. The Model illustrates the structure state agencies can use to utilize the Taxonomy collaboratively across agencies.
<u>Leading by Convening: A Blueprint for Authentic Engagement</u>	This document provides information about the importance of engaging stakeholders in collaboration to align efforts and develop partnerships. Tools are provided to assist in developing cross agency collaboration.

Implications for Practice

- Develop an agreed upon mission and vision of transition services and programs
- Clearly define roles and responsibilities as part of the interagency agreement
- Establish multiple methods of communication and information sharing across agencies
- Provide cross discipline and agency professional learning opportunities
- Clarify connections between state level practices and local implementation

Community Level

Seamless transition depends upon functional linkages between schools, VR, and a variety of adult service and community agencies. The purpose of linking systems is to coordinate the delivery of services, share information, solve problems, and continue to build a stronger structure to improve employment outcomes for students. Local systems need to identify those key agencies that can provide the critical services to help students enter into work. The intent is to bring these partners together as a team to foster their collective expertise and combined resources to improve quality of transition planning and employment outcomes. Clear roles and responsibilities need to be defined for each professional on the cross-functional team to reduce gaps in service delivery, minimize duplication of services, and decrease unnecessary expenses.

It is logical for school systems or VR to take on a leadership role in convening the partners. When considering what partners need to be involved, the team lead should consider identifying those involved in assisting secondary students with career development process, work experiences, and paid employment. Possible partners to consider would include, vocational rehabilitation, student development programs, workforce development, employers, parents, and service providers that offer job development, placement, and support activities.

The entity identified to lead the Interagency team is responsible for convening the partners, establishing the meeting structure, facilitating the meeting, and serving as the primary communicator among all partners. All members of the team should feel a sense of ownership and commitment in order to get the work done. To achieve this intent, the team should:

- Establish and reflect a common vision (e.g., paid employer for students with disabilities prior to school exit).
- Agree on goals that are obtainable.
- Institute policy-making procedures that will frame the work of the team (e.g., lines of communication, reporting).
- Hold regular team and work group meetings.
- Develop well-planned agendas.
- Empower all team members to be active and equal members.
- Promote shared decision-making.
- Clarify roles and responsibilities of each team member.

The partnerships and process developed by the Community Level team should promote individualized services, support, and activities for students with disabilities. Roles and responsibilities of each partner are designed and focused on student employment outcomes.

The following table provides information about where to find materials that can be used to promote and facilitate interagency collaboration at the community level.

Interagency Collaboration Community Level Resources	
<u>A Guide to Developing Collaborative School-Community Business Partnerships</u>	This Guide presents approaches and considerations for the development and implementation of broadly inclusive partnerships that strive for this standard. The “gold standard” of student outcomes is when they are achieving employment and pursuing a clear career path. The activities transition and employment initiatives, and the partnerships that support them, are most appropriately judged against this standard
<u>Taxonomy for Transition Planning 2.0</u>	The Taxonomy 2.0 brings in the latest literature regarding predictors of post- school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of students with disabilities in college and careers. Across categories, collaboration with service agencies, especially vocational rehabilitation, emphasize the importance of such connections prior to and during school and post-school transitions. This tool will help to better understand the practices important to providing effective transition services
<u>Transition To Employment Toolkit</u>	A comprehensive and contemporary view of the research-based strategies and models of school to work transition for students with disabilities in our country. The Toolkit provides strategies and resources that assist communities and schools develop and provide Transition Services using a collaborative process across agencies.

<p><u>CIRCLES: Communicating Interagency Relationships and Collaborative Linkages for Exceptional</u></p>	<p>Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES), supports development of teams focused on transition outcomes for students with disabilities. CIRCLES involves three levels of interagency collaboration (i.e., community level team, school level team, and individual level team). The community level team provides administrative leadership for the array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual level team writes the IEP including the transition component</p>
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Implications for practice

- Define the team purpose – common goal is student employment
- Encourage, integrate, and value contributions from all team members during the student's transition plan.
- Ensure team members understand the roles of each partner and how each contributes to the overall transition plan for students.
- Meet regularly to discuss progress and updates to individual student's transition plan to maximize communication, resources, and expertise of all partners.
- Establish mechanism for ongoing communication among all partners
- Invite businesses to be part of the team and ensure that, when they are present, the topic is relevant to their needs
- Develop family resources that are user-friendly and limit use of agency jargon.
- Work jointly with parent networks for parent engagement strategies and connections.
- Form relationships and connections with postsecondary education entities to facilitate a more seamless transition for students pursuing further education and training.
- Tour local businesses to gain a better understanding of employer's needs and the necessary job skills to be successful in the business

School Level

The school-level team works directly with families and students to facilitate a transition process based around a “student-centered” planning philosophy” (Aspel et al., 1999, p.7). They typically meet monthly to share information and conduct preplanning activities to support individual-level teams in developing transition IEPs.

The following table provides information about where to find materials that can be used to promote and facilitate interagency collaboration at the school level.

Interagency Collaboration School Level Resources	
<u>A Guide to Developing Collaborative School-Community Business Partnerships</u>	This Guide presents approaches and considerations for the development and implementation of broadly inclusive partnerships that strive for this standard. The “gold standard” of students’ outcomes is when they are achieving employment and pursuing a clear career path. The activities transition and employment initiatives, and the partnerships that support them, are most appropriately judged against this standard.
<u>Taxonomy for Transition Planning 2.0</u>	The Taxonomy 2.0 brings in the latest literature regarding predictors of post- school success, strategies to increase graduation and reduce dropout, school climate, and vocational rehabilitation services focused on fostering successful transition of students with disabilities in college and careers. Across categories, collaboration with service agencies, especially vocational rehabilitation, emphasize the importance of such connections prior to and during school and post-school transitions. This tool will help to better understand the practices important to providing effective transition services.
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	may arise in service delivery. The school level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual level team writes the IEP including the transition component
<u>Transition To Employment Toolkit</u>	A comprehensive and contemporary view of the research based strategies and models of school to work transition for students with disabilities in our country. The Toolkit provides strategies and resources that assist communities and schools develop and provide Transition Services using a collaborative process across agencies.
<u>Effective Practices and Predictors Matrix (NTACT)</u>	It is important for teams at the student level to understand current effective practices and predictors of postsecondary success. The Effective Practices and Predictors Matrix provides quick and easy access to information across all areas of secondary transition

Implications for practices:

- Provide opportunities for students to learn and demonstrate their knowledge of employability skills through curriculum and community experiences
- Ensure that students with disabilities have access to all available school-wide career technologies, work-based learning, and vocational and occupational course
- Provide information and training to families
- Invite VR staff or other workforce partners to assist in identifying and with the delivery of employability skills in the classroom
- Offer students a range of employment experience in and out school to broaden their knowledge of possible careers

Student Level

Student level transition team are needed to develop and implement individual transition plans. The student level teams writes the IEP, including the transition components. This team may take information from the school level team meeting and use it to assist in writing the IEP for the student. Student level meetings can be held at any time throughout the school year and are scheduled based on need to develop or revise the student's transition plan.

The following table provides information about where to find materials that can be used to promote and facilitate interagency collaboration at the student level.

Interagency Collaboration Student Level Resources	
<u>Positive Personal Profile</u>	A Positive Personal Profile (PPP) is a way to “take inventory” of all the attributes of students that will be relevant to their job search, employability, job match, retention and long-range career development. It is a mechanism for collecting information from a variety of sources, including assessments, observations, interviews, and discussions with the job seekers - and people who know them well. It collects information in a way that can easily be used by the IEP team to align the IEP and IPE (Tilson, G.)
<u>CIRCLES: Communicating Interagency Relationships and Collaborative Linkages for Exceptional</u>	Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES), supports development of teams focused on transition outcomes for students with disabilities. CIRCLES involves three levels of interagency collaboration (i.e., community level team, school level team, and individual level team). The community level team provides administrative leadership for the array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual level team writes the IEP including the transition component
<u>Transition to Employment Toolkit</u>	A comprehensive and contemporary view of the research based strategies and models of school to work transition for students with disabilities in our country. The Toolkit provides strategies and resources that assist communities and schools develop and provide Transition Services using a cross agency collaborative process.

<u>Effective Practices and Predictors Matrix (NTACT)</u>	It is important for teams at the student level to understand current effective practices and predictors of post secondary success. The Effective Practices and Predictors Matrix provides quick and easy access to information across all areas of secondary transition.
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Implication for Practice

- Align course of study to meet post school employment goal
- Focus on strengths of students
- Engage families in the transition process
- Identify the employment skills that the student needs to be successful in their career
- Integrate labor market information into the student's transition planning
- Develop and align the IEP and IPE to reflect and support the student's career choice

Define individual roles of each person on the team

While the activities that a team member will focus on depends on whether they serve on a state, community, school, or student level team, the information and expertise they provide will be of a similar nature. The resource 'A Guide to Developing Collaborative School- Community Business Partnerships' http://transitionta.org/sites/default/files/Partnership_Guide.pdf provides information about developing collaborative teams focused on providing transition planning, career development and work experiences for students with disabilities. In the guide you'll find information about the role that each team member plays.

Models of Collaborative Transition Services

When determining how to coordinate and collaborate on transition services, education, VR and other relevant partners should work together to develop a model of seamless transition services. Models of seamless transition service that result in competitive integrated employment include a systematic delivery of specific evidence-based transition services beginning in early high school and the coordination of resources resulting in uninterrupted (seamless) transition from publicly supported secondary education to employment. That is, exiting school already in a competitive integrated job, with supports in place to keep this job and to aid the acquisition of new jobs and career advancement throughout one's adult life. The movement from school to employment and adult life is "seamless" because there is no interruption of service, support and employment status after school exit.

The following table provides information about where to find materials on research based models of collaborative transition services.

Researched Models	
<u>Maryland Seamless Transition Collaborative</u>	The collaborative aims to improve the postsecondary outcomes of students with disabilities through a sequential delivery of specific transition service components beginning in early high school; and, the braiding of resources of transition partners resulting in uninterrupted, seamless transition from public secondary education to employment and/or postsecondary education. Key MSTC Partners/Collaborators in Maryland include: State Department of Education; Department of Labor, Licensing, and Regulation; Developmental Disabilities Administration; Mental Hygiene
<u>CIRCLES: Communicating Interagency Relationships and Collaborative Linkages for Exceptional</u>	Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES), supports development of teams focused on transition outcomes for students with disabilities. CIRCLES involves three levels of interagency collaboration (i.e., community level team, school level team, and individual level team). The community level team provides administrative leadership for the array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual level team writes the IEP including the transition component
<u>Project SEARCH</u>	The Project SEARCH High School Transition Program is a unique, business led, one year school-to-work program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations.

State Teams and Resources	
<u>Virginia</u>	The mission of the Virginia's Intercommunity Transition Council is to promote successful transition outcomes for youth and young adults with disabilities by providing leadership and innovation in employment, education, training, living independently, community participation, and community support systems that influence success for all students
<u>Oregon Youth Transition Project (YTP)</u>	YTP is co-managed statewide by the following group which is responsible for technical assistance, training, program evaluation, and other program management or development tasks. The Youth Transition Program (YTP) is an Oregon Vocational Rehabilitation Services program that serves students with disabilities statewide. YTP operates as a partnership between Oregon Vocational Rehabilitation Services (VR), the Oregon Department of Education (ODE), and the University Of Oregon College Of Education (U of O/COE)

Section IV: Professional Development

At a Glance: This section provides an overview of effective practices around professional development as well general knowledge needed by transition professionals. Additional guidance is provided that outlines roles and specific knowledge needed to perform that role. A wide range of resources are provided to build or use in professional development activities:

Benefits of Professional Development:

Professional development (PD) is one key mechanism to assist agency personnel learning how to implement transition programs. The PD must consider not only the content (e.g. competitive integrated employment) but also identify effective practices for improving teacher performance and essential features of effective PD including professional learning communities (Benitez, Morningstar, & Frey, 2009; DuFour, 2004). Doren, Flannery, Lombardi, and Kato (2012) highlight several effective features of PD including (a) training in small groups, (b) several trainings and continued practice over time, (c) active learning and the use of problem-solving strategies and scenarios, (d) an interactive approach that aligns with the participant's interests and experiences, and (e) use of professional learning communities. Additionally, to improve professional development, it is important to focus on the duration, collective participation, and core feature (i.e., content, active learning, and coherence) than the type of PD (Garet et al., 2001) Lastly, transition professional development programs should provide instruction to special educators on how to evaluate their own transition practices and apply those results to a larger framework (e.g., How do communication skills relate to a student being able to gain employment?). Evaluation of transition practices can assist practitioners in improving their ability to implement quality

transition practices and improve transition programs (Benitez, Morningstar, & Frey, 2009).

What Transition Professionals Need to Know

Morningstar and Clark (2003) describe five important areas to provide professional development in transition:

- 1. Knowledge of principles and basic concepts of transition education and service:** this includes the application of requirements of transition service outlined under IDEA as well as research bases practices focused on transition planning and the Individual Education Program (IEP).
- 2. Knowledge of models of transition education and services:** including knowledge of specific program models focused on individual planning and aligned with secondary education such as models of student focused planning, student development, family involvement, and interagency collaboration (Blalock et al., 2003; DCDT, 2000).
- 3. Skills in using strategies for developing, organizing, and implementing transition education and competencies:** including skills needed to implement effective transition models, transition assessment, service coordination, and curriculum planning within the context of general and special transition instructional programs.
- 4. Knowledge and use of collaboration competencies:** understanding service coordination with the array of agencies, programs, and services to support young adults with disabilities
- 5. Knowledge and skills to address systemic problems in transition services delivery:** the need to understand and address barriers and strategies for planning, developing, implementing, and promoting transition services and programs at local, state, and federal levels (Kohler, 1998).

The following table provides information about where to find materials that can be used to deliver professional development as well as courses that can be taken for credit.

Audience	Resource
<ul style="list-style-type: none">• Practitioners• Administrators• Transition Specialists• Higher Education• Vocational Rehabilitation	<p>The Iris Center The IRIS Center is a national center providing professional development resources. http://iris.peabody.vanderbilt.edu Has a section for professional development:<ul style="list-style-type: none">• Practitioners can earn professional development hours by participating in the IRIS Star Legacy Modules.• Can earn Professional Development hours• 5 Modules for TransitionLocated at: http://iris.peabody.vanderbilt.edu/iris-resource-locator/</p>

<ul style="list-style-type: none"> • Practitioners • Principals • Transition Specialists • Vocational Rehabilitation 	<p>The National Technical Assistance Center for Transition (NTACT) Provide resources on evidence based practices in Secondary Transition for educators and vocational rehabilitation providers www.transitionta.org</p> <ul style="list-style-type: none"> • Webinars • State Toolkit for Examining Post-School Success (STEPSS) STEPSS Facilitator Guide • An Evaluation Toolkit http://transitionta.org/evaluationtoolkit • Using VR data to improve outcomes Using VR Data
<ul style="list-style-type: none"> • Vocational Rehabilitation 	<p>Explore Vocational Rehabilitation ExploreVR offers vocational rehabilitation (VR) agencies easy and convenient access to a range of VR research, related data, and tools for planning, evaluation, and decision-making http://www.explorevr.org</p> <ul style="list-style-type: none"> • Job-driven toolkits • Webinars • The Open Data Lab Publications of current research
<ul style="list-style-type: none"> • Practitioners • Administrators • Transition Specialists • Higher Education • Vocational Rehabilitation 	<p>The LEAD Center The LEAD Center's work focuses on promoting innovation in policy, employment and economic advancement to advance individual and systems level change for all people with disabilities. http://www.leadcenter.org</p> <ul style="list-style-type: none"> • Resource Center with articles, presentations, publications, reports, websites, and white papers. • Employment tab has webinars focused on current employment initiatives (e.g., customized employment)
<ul style="list-style-type: none"> • Practitioners • Administrators • Transition Specialists • Vocational Rehabilitation 	<p>Employment First Employment First enhances lives by creating greater opportunities for all people to advance their careers. http://www.ohioemploymentfirst.org</p> <ul style="list-style-type: none"> • Professional Development for Employment includes a web-based training for effective supported employment. • By participating in the web-based training, practitioners could gain 12 CEUs.

<ul style="list-style-type: none"> • Practitioners • Administrators • Transition Specialists • Higher Education • Vocational Rehabilitation 	<p>The Transition Coalition Located at the University of Kansas, Beach Center on Disability maximizes professional development opportunities for secondary transition and college and career readiness of students with disabilities. http://transitioncoalition.org <ul style="list-style-type: none"> • Under the tab Training there are resources including: • Online Modules • Webinars • Ask the Experts • Self-study • Graduate programs </p>
<ul style="list-style-type: none"> • Practitioners • Administrators • Transition Specialists • Higher Education 	<p>University of Maryland College of Education Graduate Certificate for Students in Transition <ul style="list-style-type: none"> • Graduate Certificate in Career Planning and Placement for Students in Transition </p>
<ul style="list-style-type: none"> • Vocational Rehabilitation • Administrators • Transition Specialists 	<p>Association of Community Rehabilitation Educators (ACRE) A national membership organization for trainers and educators who work in the field of employment for people with disabilities (http://www.acreducators.org) Resources for: <ul style="list-style-type: none"> • Providing Training • Trainings (face-to-face, online, hybrid) • Competencies Certificates (Basic Employment and Professional Employment Certificates)</p>
<ul style="list-style-type: none"> • Practitioners • Administrators • Transition Specialists • Higher Education 	<p>Pennsylvania Communities of Practice for Transition (PaTTAN) This website provides resources to build the capacity of local education agencies to serve students who receive special education services. They provide training materials that can result in continuing education credits PaTTAN website Pennsylvania Community on Transition Webinar Series</p>

The table below can be used to assist those in higher education on the knowledge needed for personnel preparation.

Personnel Preparation Table for Higher Education

Personnel	Knowledge Needed
Special Education Teacher	<ul style="list-style-type: none"> • Organize specific roles and responsibilities for job coaches and paraeducators • Establishing regular meeting times for discussion • Provide joint feedback to help communication (Blalock, 1991). • Student-focused planning • Student development • Interagency collaboration • Family involvement • Program structures and policies (DCDT, 2000a). • Self-determination (e.g., decision making, goal setting, self-awareness) and social skills • Learning strategies and academic content • How to help identify and develop accommodations that students might need in school or community activities. • Determining specific goals and objectives (Blalock et al., 2003). • Within each domain of interagency collaboration; curriculum and instruction, student-focused planning and assessment, accountability, assessment, and post-school outcomes, and family involvement, special educators should demonstrate knowledge and skills within three levels of secondary school systems: <ul style="list-style-type: none"> ○ Overarching secondary school systems, supports, and services ○ Specialized supports and services for students with diverse learning needs within the general secondary educational context; and finally ○ Specific transition services (Morningstar & Clark, 2003). • The skills to evaluate transition practices to improve their teaching and instruction (Benitez, Morningstar, & Frey, 2009). • How to be involved in employment-related activities and interagency collaboration • How transition-related standards could be integrated into the general curriculum <p>Professional training on both collaboration knowledge and skills (Li, Bassett, & Hutchinson, 2009).</p>

Transition Specialist/ Coordinator	<ul style="list-style-type: none"> ● Knowledge of agencies and systems change ● Development and management of Individualized Transition Plans ● Working with Others in the transition process ● Vocational assessment and job development ● Professionalism, advocacy, and legal issues ● Job training and support ● Assessment (general) competencies that are grounded in skills of communication, collaboration, and consultation (Defur & Taymans, 1995). ● Historical, legal, and philosophical foundations of special education ● Characteristics of learners ● Assessment, evaluation, and diagnosis ● Instructional content and practices in transition education ● Planning and managing teaching and learning environment ● Managing student behavior and social interaction skills ● Communication and collaboration skills ● The ability to establish partnerships with key stakeholders ● Professional and ethical practices in transition (DCDT, 2000b).
Paraeducators/ Job Coaches	<p>Para-educators:</p> <ul style="list-style-type: none"> ● General knowledge (basic special education information plus concepts in interpretation and translation) ● Cultural knowledge specific to the school's community. ● Specific strategies with how to handle situations. <p>Job coaches:</p> <ul style="list-style-type: none"> ● Consumer assessment ● Consumer job duties and responsibilities ● Job analysis of specific skills required ● Communication with consumer on job expectations ● Training of consumer on specific job skills ● Training on work-related behaviors ● Orientation of consumer to job site ● Modifications/adaptations needed ● Monitor relationships between co-workers ● On-site supervision and prepare to fade out ● Provide follow up services and job development (Blalock, 1991).

Vocational Rehabilitation Counselors	<ul style="list-style-type: none">• The importance of active involvement on IEP and transition planning• Rehabilitation technology• Employment training• Workplace demands and opportunities• Independent living support• Available services in the community.• Getting involved early with the IEP team• Transition programming and collaboration with schools and agencies (Blalock et al., 2003).• Understanding the functional limitation of various disabilities and the vocational implications of function limitations on employment especially those who may require specialized services such as individuals with traumatic brain injury, post-traumatic stress syndrome, mental illness, autism, blindness, or deaf-blindness• Vocational Assessment tools and strategies• Counseling and guidance skills (both individual and group)• Effective use of practices leading to competitive integrated employment such as support employment, internships, apprenticeships, paid work experiences• Case management and employment services planning• Understand the broad range of disability, employment, and social services program in the state and local area• In-depth knowledge of labor market trends, occupational requirements, and other labor market information• The use of labor market information for vocational rehabilitation counseling• The use of labor market information to support building and maintaining relationship with employers and to inform delivery of job development• Understand the effective utilization of rehabilitation technology and job accommodations• Understanding the provision of ADA and employment related laws• Advocacy skills• Skills to address cultural diversity• Understanding confidentiality and ethical standards and practices (WIOA, 2014).
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Career Technical Education Teachers	<p>Information about:</p> <ul style="list-style-type: none"> • Legal mandates • Student characteristics • Vocational assessment strategies • Appropriate accommodations • Behavioral interventions • Transition planning • How to link to postsecondary settings • Gathering assessment information • How to facilitate student self-determination in setting goals • Provide career counseling • Acquire or design relevant job-related curriculum • How to coordinate with employers to create job exploration and placement sites • Collaboration with families, agencies and special education teachers to provide comprehensive support services (Blalock et al., 2003).
General Education Teachers	<ul style="list-style-type: none"> • Being able to tie academic content to real-life experiences • Provide linkages to postsecondary options • Promote choice and responsibility in the context of self-determination and self-advocacy • Communicate closely with families about students' future goals • The transition process within general education content and pedagogy courses • Information on the legal mandates for transition • Relevant transition curriculum and instruction, accommodations, and student involvement in educational decision-making. • Principles, models, and strategies to support career development and transition for all students (Blalock et al., 2003).
Guidance Counselors	<ul style="list-style-type: none"> • How to provide resources, career education experiences, formal and informal assessments, linkages with postsecondary institutions, and strategies for self-advocacy and self-determination. • Collaborate with teachers and service providers to develop and provide student assessment data important for making educational and transition decisions • Their instruction should include disability-related and transition content (Blalock et al., 2003).

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